



Meltham School's Out

EYFS Policy

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Approved by:	Meltham School's Out Committee		
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1.0 Aims

The aims of this policy are:

- To define roles and responsibilities of club staff with regard to providing a suitable EYFS provision for those children in the Foundation Stage.
- To outline the club's 'settling in' system for new Foundation Stage starters.
- To outline the club's robust system for supporting EYFS children through the sharing and recording of relevant information gathered from parents/carers and class teachers.

2.0 Roles and Responsibilities

Management at Meltham School's Out are responsible for:

- Identifying EYFS children when they join the club, and informing other staff.
- Assigning a Key Person for each EYFS child.
- Implementing a file for each child so that the parents/carers club and school can easily view and exchange relevant information.
- Agreeing information sharing policies with EYFS children's class teachers and gaining parental consent for this where necessary.
- Liaising with school to discuss what support the club offer can to EYFS children.

Meltham School's Out staff are responsible for:

- Forming bonds with their Key Child/ren.
- Building and maintaining professional relationships with their Key Children's parents/carers.
- Being a vital link between parents/carers and school staff; sharing relevant information,

when needed.

3.0 Policy

3.1 Commitment to EYFS

Meltham School's Out is committed meeting the requirements of the Statutory Framework for the Early Years Foundation Stage (EYFS) 2024. EYFS applies to all children from birth through to the end of their Reception year. More information about EYFS is available from the Department for Education's website.

3.2 Overarching Principles

The club is a play-based setting and provides a mix of adult-led (snack time, craft) and child-initiated activities, which is when the children can choose how they occupy their time. The club recognises and follows the 4 Overarching Principles of the EYFS:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured. We use positive encouragement and praise to motivate the children in our care.
- Children learn to be strong and independent through **positive relationships**. We aim to develop caring, respectful, professional relationships with the children and their families.
- Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents/carers. We do this through the Key Person/Key Child system by communicating with parents/carers and class teachers to fully understand children's interests and to align play activities with the topics being learned in school.
- Importance of **learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special education needs and disabilities (SEND). We tailor the experiences we offer the children in our care according to their individual needs and abilities.

3.3 Involving Parents and Carers

At Meltham School's Out we recognise the importance of working in partnership with parents/carers to ensure that every child is happy, healthy and safe whilst in our care.

For parents/carers of children in the Foundation Stage, we establish a robust partnership with them by:

- Inviting parents/carers and children to visit the club before they start.
- Gathering information about the child/ren on the EYFS 'Settling In' questionnaire (Appendix 1) before they start at the club, so their Key Person can gain a good initial understanding of the child/ren's individual interests and needs ready for when they start at the club.
- Keeping in regular communication with the child/ren's class teachers about their learning and development, and discussing and recording any concerns.
- Keeping a written record of – and sharing relevant - information (with parents/carers' consent) about the child/ren, so everyone is fully informed of the child/ren's learning, development and progress.

- Collecting information on a 'Settling in Survey' (Appendix 2) from parents/carers near the end of their child/ren's first term at the club to determine if a child needs further support, address things that may need doing differently, and celebrating successes.

4.0 Appendices

4.1 Meltham School's Out EYFS Settling In Questionnaire

Child's Name:	Date of Birth:
Class Teacher:	School Start Date:
Did your child attend any pre-school settings before starting school? If yes, please provide details of settings and days attended?	
How well did your child settle in at the above setting?	
Is there anything that you think staff should be aware of to help your child settle into the club?	
What does your child enjoy playing with?	
Do you give permission for your child's Key Worker to share necessary information* with their class teacher? Yes/No <i>(*information including topics learnt in class, how they're getting on in class, who they play with, etc.)</i>	
Is there anything else the club should be aware of?	
Parent/Carer Signature:	Date:

4.2 Meltham School's Out EYFS Settling In Survey

Thank you for choosing Meltham School's Out we hope that your child has settled in well and is enjoying attending the club. In order to help us improve our provision, we would be grateful if you could complete this survey.

Please circle the appropriate number according to how strongly you agree with each statement made. Please read each statement carefully before answering.

1=Strongly agree 2=Agree 3=Neither agree nor disagree 4=Disagree 5=Strongly disagree

My child is happy to attend the club | 2 3 4 5

My child has settled in quickly | 2 3 4 5

My child is in the Early Years and I know who their key worker is | 2 3 4 5

The activities and resources available reflect my child's interests | 2 3 4 5

I am happy with the selection of food provided by the club | 2 3 4 5

The processes for booking and payment are clear and effective | 2 3 4 5

I received all the relevant information needed with my registration pack | 2 3 4 5

I am regularly informed about my child's happiness and progress | 2 3 4 5

Is there anything that we should do differently, for new children attending the club?

How can we improve our settling in process?

Any other comments? (Please continue overleaf if necessary)